

Meeting skill needs
for the green transition
Greening TVET
for a greener future



User's Guide

Last updated on 28 January 2025

I. INTRODUCTION

Purpose

The purpose of this User's Guide is to provide guidance in using this interactive practical tool on your journey to greening your TVET institution. You can access the tool using the link: <https://unevoc.unesco.org/i/936>

Whether you are just beginning this important journey, or you have advanced beyond the basics to amplify your efforts at integrating green skills and competencies, this short Facilitator's Guide will provide you with guidance on how best to take advantage of this rich material.

In addition, this supplement to the interactive guide aims to support potential users or facilitators in raising awareness and interest in the guide by providing suggestions on the different ways that the tool on greening TVET can be promoted locally.

Target Audience

This guide is designed for TVET employees, administrators, faculty or other leaders who are tasked with addressing and engaging their institution in green pathways to support the green economy.

II. OBJECTIVES

By reading and using this Guide, you will be able to:

1. Understand the different approaches and features of the interactive guide.

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2. Select the approach(es) that are most relevant to the objectives and stage of integration of greening of your institution.
3. Identify the stakeholders that need to be engaged in the greening of your institution and how best to engage them in this effort.
4. Select and implement appropriate modalities to raising awareness of the interactive guide and the importance of greening TVET to meet local, regional and national goals related to the green transition.

III. APPROACHES

The following sections of the interactive guide serve different purposes and audiences:

1. The Greening TVET Institutional Approaches for a Greener Future **diagram** provides an easy visual summary of the 6 key components necessary to greening the whole TVET institution. This interactive feature can be used to see the “whole” and understand the parts that need to come together to maximise the potential of TVET to contribute meaningfully to the green transition locally, regionally and nationally.
2. The **Key links** provide a table of contents to assist in navigating to the approach or section that meets the needs of the specific target audience. Each of the six approaches contains rich information, including context, examples, case studies, policy enablers and key indicators to monitor and evaluate the extent to which the approach is meeting the green goals of the institution.
3. **Approach 1** is aimed at **senior leadership** both at the institution level and with the government administration responsible for TVET. This approach is the foundation for successful greening of the whole institution but can be achieved *after* other approaches have been embedded successfully if necessary. The work of greening the overall strategies and culture of an institution will result in more significant buy-in and success for each of the other approaches because all the

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other approaches will be seen to contribute to a green vision and reality and receive the senior level support necessary to implement deep greening. Many examples are provided for inspiration and links to additional resources are provided to assist facilitators in building a strong case for senior level commitment.

4. **Approach 2** is targeted **for curriculum developers and faculty members/instructors** in TVET. This approach builds an understanding of the skills required in a green economy and the opportunities to integrate specific skills and competencies into learning objectives, lessons plans and assessments. The eight competencies for sustainability provide concrete guidance on what to embed in curriculum and what pedagogical approaches can build necessary skills in learners. Further materials provide explicit guidance on adapting existing curriculum, developing new curriculum and supporting responsible parties in developing robust collaborative mechanisms for ensuring the sustainability requirements of employers and local communities are well integrated. Rich examples of global approaches reflecting many settings and levels of progress round out this section.
5. **Approach 3** focuses on the **professional development** or training of TVET teachers and trainers. Those responsible for instructing learners hold a key role in greening. They are the frontline workers transmitting skills and competencies to TVET students. This section provides essential information on how to upskill and reskill TVET instructors with the knowledge, confidence and tools to meet the emerging and growing needs of a green economy and workplace. It offers specific examples of successful ways to integrate continuous professional development (CPD) focused on sustainability throughout the career of TVET teachers and trainers.
6. **Approach 4** addresses the all-important physical impact of a campus. This section is for **facilities and operations staff**. A “green” campus is one where the physical surroundings supports a green mindset, and it also reduces costs and meets net zero targets. This content will support decision-makers in not only

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reducing the carbon footprint of the campus and saving money but also in transforming it into an inspiring place of learning.

7. **Approach 5** takes the work of greening to the wider community and region within which TVET radiates. The strategies and actions contained here lead to thriving and sustainable local communities and workplaces, where all can gain skills while protecting and enhancing the quality of life of all. This approach is aimed at staff responsible for **partnership development, apprenticeships, continuing or lifelong education and applied research**, anyone that works to get beyond the walls of campus.
8. **Approach 6** goes hand in hand with approach 5 in getting outside the walls of TVET. Through support of innovation and entrepreneurship, TVET impacts the local economy. Building the green economy of tomorrow requires new business models, new technologies and new eco entrepreneurs. TVET, through their **applied research and entrepreneurship centres** can fast track the development of innovation and new approaches to a sustainable inclusive economy locally, regionally and nationally.

IV. FEATURES OF THIS INTERACTIVE TOOL

This resource has been developed jointly by UNESCO-UNEVOC and Cedefop to support the critical and essential transformation of TVET to meet the needs of a global green economy and the workforce of the 21st century.

Each section provides comprehensive materials for creating a greening roadmap and progressing rapidly towards the goal of a climate-ready TVET institution. Through international case studies, citations from recent research, guidance for policymakers and managers, key indicators to measure progress, extensive links and additional resources, this interactive online platform holds the key to unlocking the green potential of TVET for a sustainable and inclusive economy that protects planetary resources while providing a decent livelihood through green skills for all.

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V. WAYS TO USE THIS INTERACTIVE TOOL

Ensuring that this new resource is known, appreciated and well-used will determine its contribution to a revitalized and increasingly relevant TVET sector across Europe and beyond.

Many avenues exist to use and promote this new resource:

1. Printing the Brief flyer and distributing it to key decision-makers and green champions or committees of the TVET institution as a basis for further planning
2. Developing a PPT presentation of the material contained in the platform to present to governing bodies and boards of management as a means to increase knowledge and commitment to greening
3. If one does not exist already, establishing a Sustainability Committee at the institution and using this tool as a planning guide for promoting the greening agenda
4. Identify your starting point and needs for greening to know if you need to develop an enabling instrument (e.g., greening TVET policy, strategy or roadmap), informed by the key approaches contained in the guide, and the policy and practice enablers

Thank you for using the guide and promoting greening in your institutions!

For questions or enquiries about this resource,
send a message to UNESCO-UNEVOC team

via e-mail to:

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